SMART HOME LEARNING SERIES

HOME SCHOOLING ENGLISH

A Complete English Learning Curriculum for Ages 8–10

Read • Speak • Listen • Write • Create

An engaging, structured and child-friendly homeschooling journey that builds confident readers, fluent speakers, creative writers and independent learners.

DR. ZAHOOR AHMED DANISH
Educationist • Curriculum Developer • Educational Expert

Quality Home Education for the Next Generation

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Empowering Young Learners for a Confident Future

HOME SCHOOLING ENGLISH

A Modern English Curriculum for Ages 8–10

Read • Speak • Write • Listen • Think • Create

READING Stories • Comprehension	**SPEAKING** Confidence • Conversation
WRITING Sentences • Paragraphs	**LISTENING** Understand • Respond
GRAMMAR Patterns • Accuracy	**VOCABULARY** Useful Everyday English

Designed for Modern Home Learning

- 12-week structured programme
- Activity-based and communicative teaching
- Grammar + vocabulary + phonics/spelling + four skills
- Colourful worksheets, projects, assessments and answer key
- CEFR-informed progression towards early A1 / A1 skills

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CURRICULUM OVERVIEW

Why this next level?

- The previous 6-year curriculum builds confidence through greetings, basic vocabulary, action-based learning, simple phonics, early writing and frequent praise.
- This 8–10 programme moves the learner from isolated words and short patterns toward connected sentences, short texts, purposeful conversation and independent writing.
- The focus is not memorisation alone: every unit asks the child to understand, use, explain, create and reflect.

Learning Outcomes	Home-Schooling Method
• Read short age-appropriate texts with understanding	• 35–45 minutes per lesson
• Speak in 4–8 sentence exchanges	• Short warm-up + explicit teaching

• Write clear sentences and short paragraphs • Use high-frequency grammar accurately • Build a practical vocabulary bank • Spell common word families and patterns	• Guided practice before independent work • Use real objects, role-play and mini-projects • Immediate gentle feedback • Weekly review and progress check

Modern Framework

- Four skills: Listening, Speaking, Reading, Writing
- Language systems: Grammar, Vocabulary, Spelling/Phonics, Pronunciation
- Thinking skills: classify, compare, infer, sequence, justify
- Assessment: diagnostic, formative, review quizzes, final achievement test
- Digital literacy: simple typed tasks and safe, supervised learning prompts

Parent / Teacher Principle

- Explain less, demonstrate more.
- Ask the child to produce language every lesson.
- Correct one or two key errors at a time; do not interrupt every sentence.
- Celebrate effort, clarity and improvement—not only perfect answers.
- Use English naturally, but support with Urdu only when meaning is blocked.

12-WEEK SCOPE & SEQUENCE

Week	Theme	Grammar	Vocabulary	Performance Task
1	My World & Introductions	be / have got; subject pronouns	personal information; hobbies	introduce self; profile card
2	Daily Routines & Time	present simple; adverbs of frequency	routine verbs; time phrases	interview; routine paragraph
3	Home & Neighbourhood	there is/are; prepositions	rooms; places; directions	describe map; give directions
4	Food & Healthy Choices	countable/uncountable; some/any	food; meals; quantities	menu task; healthy plate
5	Stories & Past Events	past simple (regular + common irregular)	story verbs; sequence words	retell a short story
6	Mid-Course Review	mixed grammar 1–5	revision vocabulary	project + assessment
7	People & Comparisons	adjectives; comparative/superlative	appearance; personality	compare people/places
8	Plans & Weather	be going to; future time phrases	weather; clothes; activities	plan a weekend
9	Rules, Advice & Ability	can/can't; must/mustn't; should	rules; safety; abilities	poster + role-play
10	Reading to Learn	question words; connectors	school subjects; information text	main idea + details
11	Better Writing	sentence types; punctuation; because/so/but	descriptive vocabulary	guided paragraph + editing
12	Communication Challenge	integrated review	high-frequency vocabulary	presentation + final assessment

DIAGNOSTIC CHECK — Before Week 1

Name: _____	Date: _____	Starting Point

For the adult

- Do not teach during this check. Let the child try independently.
- Mark: ✓ Secure | △ Developing | ○ Not yet.
- Use the result to slow down or extend the first three weeks.

1. Choose the correct sentence.

○ She are nine. ○ She is nine. ○ She nine is.

2. Choose the plural of child.

○ childs ○ children ○ childes

3. Which word is a verb?

○ happy ○ run ○ blue

4. Complete: I ___ football on Fridays.

○ play ○ plays ○ playing

5. Write three sentences about yourself.

_____

_____

_____

6. Read and answer: "Ali gets up at seven. He eats breakfast and walks to school with his brother." What time does Ali get up?

_____

7. What does Ali do after breakfast?

_____

8. Write 5 words you know about food.

_____

Quick Oral Check

- Tell me your name, age and one hobby.
- Describe what you can see in the room.
- Listen and do: Put the pencil under the book, then stand beside the chair.
- Tell me what you did yesterday (any 2 sentences).

WEEK 1 — MY WORLD & INTRODUCTIONS

Goal: Use English for a real purpose — not only complete exercises.

Learning Targets	Suggested Lesson Rhythm
• Grammar: be / have got; subject pronouns	• 5 min Warm-up
• Vocabulary: personal information; hobbies	• 8 min Teach & model
• Reading: find main idea + details	• 10 min Guided practice
• Speaking: answer and extend	• 10 min Skill task
• Writing: plan → draft → check	• 7 min Worksheet / writing

	• 3 min Exit ticket

Energetic Starter

• Identity Bag: choose 3 objects that tell something about you and explain each one.

Grammar Focus

• I am / You are / He is / She is

• I have got / She has got

• Subject pronouns: I, you, he, she, we, they

• Questions: What is your name? How old are you? What do you like?

Vocabulary Bank

• hobby

• favourite

• friendly

• creative

• helpful

• reading

• drawing

• cycling

• collection

Spelling / Pronunciation

• Long vowel review: name, game, bike, home, cute; syllables in favourite / family / hobby.

WEEK 1 — READ • THINK • SPEAK

Reading Text

• Meet Sara. She is nine years old. She lives with her family. She has got a blue bicycle and a small book collection. Her favourite hobby is drawing. On Saturdays, she draws pictures and reads adventure stories.

Active Reading Strategy

• Before reading: predict from the title/theme.

• During reading: underline 3 key words.

• After reading: say the main idea in one sentence.

• Prove answers by pointing to words in the text.

1. What is the text mainly about?

2. Write two details from the text.

3. Find one word in the text that is new or useful. Guess its meaning.

4. Write one question you could ask about the text.

Speaking Mission

• Interview a family member. Ask 5 questions and report 3 answers.

• Use complete sentences.

• Add one extra detail after each short answer.

• Self-check: clear voice • eye contact • correct key grammar

WEEK 1 — LANGUAGE WORKSHOP

Name: _____	Date: _____	Grammar + Vocabulary

1. Complete: She ___ nine years old.

○ am ○ is ○ are

2. Complete: We ___ got two books.

○ has ○ have ○ is

3. Write two questions to ask a new friend.

4. Change to he/she: "I am ten. I have got a red bag."

Word Power

• Choose 5 words from this week.

• Write each word in a meaningful sentence.

• Circle the word you will try to use in conversation today.

WEEK 1 — CREATE & SHOW WHAT YOU KNOW

Writing Mission

• Write a 6-sentence "All About Me" profile.

• Step 1 — Brainstorm key words.

• Step 2 — Say your ideas aloud.

• Step 3 — Draft.

• Step 4 — Check capitals, punctuation, spelling and target grammar.

• Step 5 — Read it aloud once.

My plan / key words:

My draft:

Project / Performance Task	Weekly Self-Check
• introduce self; profile card • Use household materials or one sheet of paper. • Present the result orally in English.	• □ I can understand this week's text. • □ I can use the grammar in my own sentence. • □ I can speak for at least 30–60 seconds. • □ I checked my writing. • □ I know at least 8 new words.

Adult Feedback — One Glow + One Grow

• GLOW (what improved): _____

• GROW (one next target): _____

• Effort: ★ ★ ★ ★ ★ | Independence: ★ ★ ★ ★ ★

WEEK 2 — DAILY ROUTINES & TIME

Goal: Use English for a real purpose — not only complete exercises.

Learning Targets	Suggested Lesson Rhythm
• Grammar: present simple; adverbs of frequency • Vocabulary: routine verbs; time phrases • Reading: find main idea + details • Speaking: answer and extend • Writing: plan → draft → check	• 5 min Warm-up • 8 min Teach & model • 10 min Guided practice • 10 min Skill task • 7 min Worksheet / writing • 3 min Exit ticket

Energetic Starter

• Routine Charades: act out wake up, brush, eat, study, play, read, sleep.

Grammar Focus

• Present simple: I play / He plays

• do / does questions

• Adverbs: always, usually, sometimes, never

• Time: at 7:00, in the morning, after lunch

Vocabulary Bank

• wake up

• get dressed

• have breakfast

• start

• finish

• practice

• usually

• sometimes

• before

• after

Spelling / Pronunciation

• -s / -es endings: plays, reads, watches, goes; word families: day/play/stay.

WEEK 2 — READ • THINK • SPEAK

Reading Text

• Omar usually wakes up at 6:45. He gets dressed and has breakfast at 7:15. School starts at 8:00. After school, he sometimes plays cricket. He always finishes his homework before dinner.

Active Reading Strategy

• Before reading: predict from the title/theme.

• During reading: underline 3 key words.

• After reading: say the main idea in one sentence.

• Prove answers by pointing to words in the text.

1. What is the text mainly about?

2. Write two details from the text.

3. Find one word in the text that is new or useful. Guess its meaning.

4. Write one question you could ask about the text.

Speaking Mission

- Ask: What time do you…? How often do you…?
- Use complete sentences.
- Add one extra detail after each short answer.
- Self-check: clear voice • eye contact • correct key grammar

WEEK 2 — LANGUAGE WORKSHOP

Name: _____	Date: _____	Grammar + Vocabulary

1. He ___ breakfast at 7:00.

○ have ○ has ○ having

2. ___ she play after school?

○ Do ○ Does ○ Is

3. Put in order: always / I / before bed / read.

4. Write one sentence with "sometimes" and one with "never".

Word Power

- Choose 5 words from this week.
- Write each word in a meaningful sentence.
- Circle the word you will try to use in conversation today.

WEEK 2 — CREATE & SHOW WHAT YOU KNOW

Writing Mission

- Write your weekday routine in 7 ordered sentences.
- Step 1 — Brainstorm key words.
- Step 2 — Say your ideas aloud.
- Step 3 — Draft.
- Step 4 — Check capitals, punctuation, spelling and target grammar.
- Step 5 — Read it aloud once.

My plan / key words:

My draft:

Project / Performance Task	Weekly Self-Check
• interview; routine paragraph • Use household materials or one sheet of paper. • Present the result orally in English.	• □ I can understand this week's text. • □ I can use the grammar in my own sentence. • □ I can speak for at least 30–60 seconds. • □ I checked my writing. • □ I know at least 8 new words.

Adult Feedback — One Glow + One Grow

• GLOW (what improved): _____

• GROW (one next target): _____

• Effort: ★ ★ ★ ★ ★ | Independence: ★ ★ ★ ★ ★

WEEK 3 — HOME & NEIGHBOURHOOD

Goal: Use English for a real purpose — not only complete exercises.

Learning Targets	Suggested Lesson Rhythm
• Grammar: there is/are; prepositions • Vocabulary: rooms; places; directions • Reading: find main idea + details • Speaking: answer and extend • Writing: plan → draft → check	• 5 min Warm-up • 8 min Teach & model • 10 min Guided practice • 10 min Skill task • 7 min Worksheet / writing • 3 min Exit ticket

Energetic Starter

• Treasure Directions: hide an object and guide someone using next to, behind, between.

Grammar Focus

- There is / There are
- Is there…? Are there…?
- Prepositions: in, on, under, next to, between, opposite
- Imperatives for directions: Go straight. Turn left/right.

Vocabulary Bank

- neighbourhood
- library
- park
- market
- hospital
- corner
- opposite
- between
- near
- far

Spelling / Pronunciation

- Compound words: playground, bus stop (phrase), classroom; consonant blends: street, place, clinic.

WEEK 3 — READ • THINK • SPEAK

Reading Text

• My neighbourhood is busy but friendly. There is a library opposite the park. There are two shops next to the bus stop. The clinic is between the bakery and the bank. My house is near the playground.

Active Reading Strategy

- Before reading: predict from the title/theme.
- During reading: underline 3 key words.
- After reading: say the main idea in one sentence.
- Prove answers by pointing to words in the text.

1. What is the text mainly about?

2. Write two details from the text.

3. Find one word in the text that is new or useful. Guess its meaning.

4. Write one question you could ask about the text.

Speaking Mission

- Give directions from your home to a nearby place.
- Use complete sentences.
- Add one extra detail after each short answer.
- Self-check: clear voice • eye contact • correct key grammar

WEEK 3 — LANGUAGE WORKSHOP

Name: _____	Date: _____	Grammar + Vocabulary

1. There ___ two parks.
○ is ○ are ○ be

2. The bank is ___ the bakery and clinic.
○ between ○ under ○ in

3. Write 3 sentences about places near your home.

4. Write two direction commands.

Word Power

- Choose 5 words from this week.
- Write each word in a meaningful sentence.
- Circle the word you will try to use in conversation today.

WEEK 3 — CREATE & SHOW WHAT YOU KNOW

Writing Mission

- Draw a mini-map and write 6 location sentences.
- Step 1 — Brainstorm key words.
- Step 2 — Say your ideas aloud.
- Step 3 — Draft.
- Step 4 — Check capitals, punctuation, spelling and target grammar.
- Step 5 — Read it aloud once.

My plan / key words:

My draft:

Project / Performance Task	Weekly Self-Check
• describe map; give directions • Use household materials or one sheet of paper. • Present the result orally in English.	• □ I can understand this week's text. • □ I can use the grammar in my own sentence. • □ I can speak for at least 30–60 seconds. • □ I checked my writing. • □ I know at least 8 new words.

Adult Feedback — One Glow + One Grow

• GLOW (what improved): _____

• GROW (one next target): _____

• Effort: ★ ★ ★ ★ ★ | Independence: ★ ★ ★ ★ ★

WEEK 4 — FOOD & HEALTHY CHOICES

Goal: Use English for a real purpose — not only complete exercises.

Learning Targets	Suggested Lesson Rhythm
• Grammar: countable/uncountable; some/any • Vocabulary: food; meals; quantities • Reading: find main idea + details • Speaking: answer and extend • Writing: plan → draft → check	• 5 min Warm-up • 8 min Teach & model • 10 min Guided practice • 10 min Skill task • 7 min Worksheet / writing • 3 min Exit ticket

Energetic Starter

• Kitchen Sort: sort food cards into fruit, vegetables, grains, dairy, protein.

Grammar Focus

• Countable: an apple / two apples

• Uncountable: rice, water, milk

• some / any

• How much…? How many…?

Vocabulary Bank

• meal

• snack

• bottle

• slice

• bowl

• healthy

• sweet

• fresh

• enough

• hungry

Spelling / Pronunciation

• Plural endings and food words: tomato/tomatoes, berry/berries; silent e: rice.

WEEK 4 — READ • THINK • SPEAK

Reading Text

• For breakfast, Hiba has some milk, one egg and two slices of bread. She takes an apple for a snack. At lunch, she eats rice, vegetables and chicken. She drinks water during the day and does not have many fizzy drinks.

Active Reading Strategy

• Before reading: predict from the title/theme.

• During reading: underline 3 key words.

• After reading: say the main idea in one sentence.

• Prove answers by pointing to words in the text.

1. What is the text mainly about?

2. Write two details from the text.

3. Find one word in the text that is new or useful. Guess its meaning.

4. Write one question you could ask about the text.

Speaking Mission

- Role-play a café: order food politely using please and thank you.
- Use complete sentences.
- Add one extra detail after each short answer.
- Self-check: clear voice • eye contact • correct key grammar

WEEK 4 — LANGUAGE WORKSHOP

Name: _____	Date: _____	Grammar + Vocabulary

1. We need ___ water.

○ a ○ some ○ many

2. How ___ apples are there?

○ much ○ many ○ any

3. Write 3 countable and 3 uncountable food words.

4. Make one question with "How much" and one with "How many".

Word Power

- Choose 5 words from this week.
- Write each word in a meaningful sentence.
- Circle the word you will try to use in conversation today.

WEEK 4 — CREATE & SHOW WHAT YOU KNOW

Writing Mission

- Design a healthy one-day menu with reasons.
- Step 1 — Brainstorm key words.
- Step 2 — Say your ideas aloud.
- Step 3 — Draft.
- Step 4 — Check capitals, punctuation, spelling and target grammar.
- Step 5 — Read it aloud once.

My plan / key words:

My draft:

Project / Performance Task	Weekly Self-Check
• menu task; healthy plate • Use household materials or one sheet of paper. • Present the result orally in English.	• □ I can understand this week's text. • □ I can use the grammar in my own sentence. • □ I can speak for at least 30–60 seconds. • □ I checked my writing. • □ I know at least 8 new words.

Adult Feedback — One Glow + One Grow

• GLOW (what improved): _____

• GROW (one next target): _____

• Effort: ★ ★ ★ ★ ★ | Independence: ★ ★ ★ ★ ★

WEEK 5 — STORIES & PAST EVENTS

Goal: Use English for a real purpose — not only complete exercises.

Learning Targets	Suggested Lesson Rhythm
• Grammar: past simple (regular + common irregular) • Vocabulary: story verbs; sequence words • Reading: find main idea + details • Speaking: answer and extend • Writing: plan → draft → check	• 5 min Warm-up • 8 min Teach & model • 10 min Guided practice • 10 min Skill task • 7 min Worksheet / writing • 3 min Exit ticket

Energetic Starter

• Story Dice: roll for character, place and action; make one past-tense sentence.

Grammar Focus

• Past simple: played, watched, visited

• Common irregulars: went, saw, had, ate, found

• Questions: Did you…?

• Sequence: first, next, then, finally

Vocabulary Bank

- yesterday
- last week
- suddenly
- found
- lost
- carried
- visited
- decided
- finally
- surprised

Spelling / Pronunciation

- Past -ed: played /d/, watched /t/, wanted /ɪd/; irregular word memory cards.

WEEK 5 — READ • THINK • SPEAK

Reading Text

- Last Sunday, Bilal visited his grandfather. First, they watered the plants. Then Bilal found a small box under an old chair. He opened it and saw family photographs. Finally, his grandfather told him stories about the pictures. Bilal went home feeling happy.

Active Reading Strategy

- Before reading: predict from the title/theme.
- During reading: underline 3 key words.
- After reading: say the main idea in one sentence.
- Prove answers by pointing to words in the text.

1. What is the text mainly about?

2. Write two details from the text.

3. Find one word in the text that is new or useful. Guess its meaning.

4. Write one question you could ask about the text.

Speaking Mission

- Retell the story in 4 steps without reading.

• Use complete sentences.

• Add one extra detail after each short answer.

• Self-check: clear voice • eye contact • correct key grammar

WEEK 5 — LANGUAGE WORKSHOP

Name: _____	Date: _____	Grammar + Vocabulary

1. Yesterday we ___ to the park.

○ go ○ went ○ goes

2. She ___ a story last night.

○ reads ○ read ○ reading

3. Put in order: finally / first / then / next.

4. Write 4 past-tense sentences about yesterday.

Word Power

• Choose 5 words from this week.

• Write each word in a meaningful sentence.

• Circle the word you will try to use in conversation today.

WEEK 5 — CREATE & SHOW WHAT YOU KNOW

Writing Mission

• Write an 8-sentence story about a surprising day.

• Step 1 — Brainstorm key words.

• Step 2 — Say your ideas aloud.

• Step 3 — Draft.

• Step 4 — Check capitals, punctuation, spelling and target grammar.

• Step 5 — Read it aloud once.

My plan / key words:

My draft:

Project / Performance Task	Weekly Self-Check
• retell a short story • Use household materials or one sheet of paper. • Present the result orally in English.	• □ I can understand this week's text. • □ I can use the grammar in my own sentence. • □ I can speak for at least 30–60 seconds. • □ I checked my writing. • □ I know at least 8 new words.

Adult Feedback — One Glow + One Grow
• GLOW (what improved): _____ • GROW (one next target): _____ • Effort: ★ ★ ★ ★ ★ | Independence: ★ ★ ★ ★ ★

WEEK 6 — MID-COURSE REVIEW

Goal: Use English for a real purpose — not only complete exercises.

Learning Targets	Suggested Lesson Rhythm
• Grammar: mixed grammar 1–5 • Vocabulary: revision vocabulary • Reading: find main idea + details • Speaking: answer and extend • Writing: plan → draft → check	• 5 min Warm-up • 8 min Teach & model • 10 min Guided practice • 10 min Skill task • 7 min Worksheet / writing • 3 min Exit ticket

Energetic Starter
• Team Quiz: 10 mixed questions from Weeks 1–5.

Grammar Focus
• Review be/have got • Present simple • there is/are + prepositions • some/any + quantities • Past simple

Vocabulary Bank

- Spiral review of 50+ target words

Spelling / Pronunciation

- Dictation and personal spelling list review.

WEEK 6 — READ • THINK • SPEAK

Reading Text

- Review text combining routine, place, food and a past event.

Active Reading Strategy

- Before reading: predict from the title/theme.
- During reading: underline 3 key words.
- After reading: say the main idea in one sentence.
- Prove answers by pointing to words in the text.

1. What is the text mainly about?

_____

2. Write two details from the text.

_____

3. Find one word in the text that is new or useful. Guess its meaning.

_____

4. Write one question you could ask about the text.

_____

Speaking Mission

- Two-minute “My Week” talk using present + past.
- Use complete sentences.
- Add one extra detail after each short answer.
- Self-check: clear voice • eye contact • correct key grammar

WEEK 6 — LANGUAGE WORKSHOP

Name: _____	Date: _____	Grammar + Vocabulary

1. There ___ some milk in the glass.

○ is ○ are ○ were

2. He usually ___ at 7:00.

○ wake ○ wakes ○ woke

3. Write one sentence each: present simple, there is/are, some/any, past simple.

4. List 10 words you remember from Weeks 1–5.

Word Power

- Choose 5 words from this week.
- Write each word in a meaningful sentence.
- Circle the word you will try to use in conversation today.

WEEK 6 — CREATE & SHOW WHAT YOU KNOW

Writing Mission

- Mid-course project: "My Life Booklet" — 4 mini pages.
- Step 1 — Brainstorm key words.
- Step 2 — Say your ideas aloud.
- Step 3 — Draft.
- Step 4 — Check capitals, punctuation, spelling and target grammar.
- Step 5 — Read it aloud once.

My plan / key words:

My draft:

Project / Performance Task

- project + assessment
- Use household materials or one sheet of paper.
- Present the result orally in English.

Weekly Self-Check

- □ I can understand this week's text.
- □ I can use the grammar in my own sentence.
- □ I can speak for at least 30–60 seconds.
- □ I checked my writing.
- □ I know at least 8 new words.

Adult Feedback — One Glow + One Grow

• GLOW (what improved): _____

• GROW (one next target): _____

• Effort: ★ ★ ★ ★ ★ | Independence: ★ ★ ★ ★ ★

WEEK 7 — PEOPLE & COMPARISONS

Goal: Use English for a real purpose — not only complete exercises.

Learning Targets	Suggested Lesson Rhythm
• Grammar: adjectives; comparative/superlative	• 5 min Warm-up
• Vocabulary: appearance; personality	• 8 min Teach & model
• Reading: find main idea + details	• 10 min Guided practice
• Speaking: answer and extend	• 10 min Skill task
• Writing: plan → draft → check	• 7 min Worksheet / writing
	• 3 min Exit ticket

Energetic Starter

• Mystery Person: describe a person without saying the name.

Grammar Focus

• Adjectives before nouns

• Comparative: taller, more careful

• Superlative: tallest, most interesting

• as…as (extension)

Vocabulary Bank

• kind

• patient

• brave

• careful

• quiet

• noisy

• tall

• short

• interesting

• comfortable

Spelling / Pronunciation

• Comparative spelling: big/bigger, happy/happier, nice/nicer.

WEEK 7 — READ • THINK • SPEAK

Reading Text

• A train is faster than a bicycle, but a bicycle is quieter. A library is quieter than a market. For me, the park is the most relaxing place in my neighbourhood because it has trees and open space.

Active Reading Strategy

• Before reading: predict from the title/theme.

• During reading: underline 3 key words.

• After reading: say the main idea in one sentence.

• Prove answers by pointing to words in the text.

1. What is the text mainly about?

_____

2. Write two details from the text.

_____

3. Find one word in the text that is new or useful. Guess its meaning.

_____

4. Write one question you could ask about the text.

_____

Speaking Mission

• Compare two people, animals or places using 5 sentences.

• Use complete sentences.

• Add one extra detail after each short answer.

• Self-check: clear voice • eye contact • correct key grammar

WEEK 7 — LANGUAGE WORKSHOP

Name: _____	Date: _____	Grammar + Vocabulary

1. A car is ___ than a bicycle.

○ fast ○ faster ○ fastest

2. This is the ___ book here.

○ interesting ○ more interesting ○ most interesting

3. Compare two rooms in your home (3 sentences).

4. Write the comparative: big, happy, careful, nice.

Word Power

- Choose 5 words from this week.
- Write each word in a meaningful sentence.
- Circle the word you will try to use in conversation today.

WEEK 7 — CREATE & SHOW WHAT YOU KNOW

Writing Mission

- Write a compare-and-contrast paragraph (7–9 sentences).
- Step 1 — Brainstorm key words.
- Step 2 — Say your ideas aloud.
- Step 3 — Draft.
- Step 4 — Check capitals, punctuation, spelling and target grammar.
- Step 5 — Read it aloud once.

My plan / key words:

My draft:

Project / Performance Task

- compare people/places
- Use household materials or one sheet of paper.
- Present the result orally in English.

Weekly Self-Check

- □ I can understand this week's text.
- □ I can use the grammar in my own sentence.
- □ I can speak for at least 30–60 seconds.
- □ I checked my writing.
- □ I know at least 8 new words.

Adult Feedback — One Glow + One Grow

- GLOW (what improved): _____

• GROW (one next target): _____

• Effort: ★ ★ ★ ★ ★ | Independence: ★ ★ ★ ★ ★

WEEK 8 — PLANS & WEATHER

Goal: Use English for a real purpose — not only complete exercises.

Learning Targets	Suggested Lesson Rhythm
• Grammar: be going to; future time phrases	• 5 min Warm-up
• Vocabulary: weather; clothes; activities	• 8 min Teach & model
• Reading: find main idea + details	• 10 min Guided practice
• Speaking: answer and extend	• 10 min Skill task
• Writing: plan → draft → check	• 7 min Worksheet / writing
	• 3 min Exit ticket

Energetic Starter

• Weather Reporter: pick a weather card and announce tomorrow's plan.

Grammar Focus

• be going to for plans

• What are you going to do?

• Future time: tomorrow, next Saturday, this evening

• because for reasons

Vocabulary Bank

• forecast

• cloudy

• windy

• sunny

• rainy

• umbrella

• jacket

• picnic

• visit

• prepare

Spelling / Pronunciation

• Weather word patterns: rain/train, cloud/cloudy, sun/sunny; doubling consonants.

WEEK 8 — READ • THINK • SPEAK

Reading Text

• The forecast says Saturday is going to be sunny and warm. Areeb and his cousins are going to visit the park. They are going to take water, hats and a ball. On Sunday, it may rain, so they are going to stay home and play board games.

Active Reading Strategy

• Before reading: predict from the title/theme.

• During reading: underline 3 key words.

• After reading: say the main idea in one sentence.

• Prove answers by pointing to words in the text.

1. What is the text mainly about?

_____

2. Write two details from the text.

_____

3. Find one word in the text that is new or useful. Guess its meaning.

_____

4. Write one question you could ask about the text.

_____

Speaking Mission

• Plan a weekend with a partner/family member.

• Use complete sentences.

• Add one extra detail after each short answer.

• Self-check: clear voice • eye contact • correct key grammar

WEEK 8 — LANGUAGE WORKSHOP

Name: _____	Date: _____	Grammar + Vocabulary

1. I am ___ to visit my cousin.

○ go ○ going ○ went

2. They ___ going to play outside.

○ is ○ are ○ am

3. Write 4 things you are going to do next weekend.

_____

_____

_____

4. Add a reason with "because".

Word Power

- Choose 5 words from this week.
- Write each word in a meaningful sentence.
- Circle the word you will try to use in conversation today.

WEEK 8 — CREATE & SHOW WHAT YOU KNOW

Writing Mission

- Write "My Weekend Plan" with 6 going-to sentences and 2 reasons.
- Step 1 — Brainstorm key words.
- Step 2 — Say your ideas aloud.
- Step 3 — Draft.
- Step 4 — Check capitals, punctuation, spelling and target grammar.
- Step 5 — Read it aloud once.

My plan / key words:

My draft:

Project / Performance Task

- plan a weekend
- Use household materials or one sheet of paper.
- Present the result orally in English.

Weekly Self-Check

- □ I can understand this week's text.
- □ I can use the grammar in my own sentence.
- □ I can speak for at least 30–60 seconds.
- □ I checked my writing.
- □ I know at least 8 new words.

Adult Feedback — One Glow + One Grow

- GLOW (what improved): _____
- GROW (one next target): _____
- Effort: ★ ★ ★ ★ ★ | Independence: ★ ★ ★ ★ ★

WEEK 9 — RULES, ADVICE & ABILITY

Goal: Use English for a real purpose — not only complete exercises.

Learning Targets	Suggested Lesson Rhythm
• Grammar: can/can't; must/mustn't; should	• 5 min Warm-up
• Vocabulary: rules; safety; abilities	• 8 min Teach & model
• Reading: find main idea + details	• 10 min Guided practice
• Speaking: answer and extend	• 10 min Skill task
• Writing: plan → draft → check	• 7 min Worksheet / writing
	• 3 min Exit ticket

Energetic Starter

• Rule Detective: decide if a rule is safe, polite or unnecessary.

Grammar Focus

• can / can't for ability

• must / mustn't for rules

• should / shouldn't for advice

• Imperatives and polite requests

Vocabulary Bank

• safe

• careful

• helmet

• crossing

• permission

• rule

• advice

• protect

• respect

• share

Spelling / Pronunciation

• Modal contractions: can't, mustn't, shouldn't; apostrophe accuracy.

WEEK 9 — READ • THINK • SPEAK

Reading Text

• At the cycling park, children must wear a helmet. They must not ride too fast near small children. They should take water and should check their bicycle before riding. Everyone can enjoy the park when people follow the rules.

Active Reading Strategy

• Before reading: predict from the title/theme.

• During reading: underline 3 key words.

• After reading: say the main idea in one sentence.

• Prove answers by pointing to words in the text.

1. What is the text mainly about?

2. Write two details from the text.

3. Find one word in the text that is new or useful. Guess its meaning.

4. Write one question you could ask about the text.

Speaking Mission

• Give advice for school, home or road safety.

• Use complete sentences.

• Add one extra detail after each short answer.

• Self-check: clear voice • eye contact • correct key grammar

WEEK 9 — LANGUAGE WORKSHOP

Name: _____	Date: _____	Grammar + Vocabulary

1. You ___ wear a seat belt.

○ must ○ mustn't ○ can't

2. You ___ shout in a library.

○ should ○ shouldn't ○ can

3. Write two abilities using can/can't.

4. Write 4 safe-home rules.

Word Power

- Choose 5 words from this week.
- Write each word in a meaningful sentence.
- Circle the word you will try to use in conversation today.

WEEK 9 — CREATE & SHOW WHAT YOU KNOW

Writing Mission

- Create a 6-rule “Safe & Kind Home” poster.
- Step 1 — Brainstorm key words.
- Step 2 — Say your ideas aloud.
- Step 3 — Draft.
- Step 4 — Check capitals, punctuation, spelling and target grammar.
- Step 5 — Read it aloud once.

My plan / key words:

My draft:

Project / Performance Task

- poster + role-play
- Use household materials or one sheet of paper.
- Present the result orally in English.

Weekly Self-Check

- □ I can understand this week’s text.
- □ I can use the grammar in my own sentence.
- □ I can speak for at least 30–60 seconds.
- □ I checked my writing.
- □ I know at least 8 new words.

Adult Feedback — One Glow + One Grow

- GLOW (what improved): _____
- GROW (one next target): _____
- Effort: ★ ★ ★ ★ ★ | Independence: ★ ★ ★ ★ ★

WEEK 10 — READING TO LEARN

Goal: Use English for a real purpose — not only complete exercises.

Learning Targets	Suggested Lesson Rhythm
• Grammar: question words; connectors	• 5 min Warm-up
• Vocabulary: school subjects; information text	• 8 min Teach & model
• Reading: find main idea + details	• 10 min Guided practice
• Speaking: answer and extend	• 10 min Skill task
• Writing: plan → draft → check	• 7 min Worksheet / writing
	• 3 min Exit ticket

Energetic Starter

• Headline Hunt: predict what a short information text will be about from its title and picture.

Grammar Focus

• Question words: who, what, when, where, why, how

• because, but, so

• Present simple for facts

• Pronouns to avoid repetition

Vocabulary Bank

• fact

• topic

• detail

• main idea

• information

• example

• reason

• result

• important

• discover

Spelling / Pronunciation

• Prefixes/review: re-, un-; syllable chunking: information, important, discover.

WEEK 10 — READ • THINK • SPEAK

Reading Text

• Bees are small insects, but they do an important job. They carry pollen from flower to flower, so many plants can make fruit and seeds. Bees live in groups called colonies. They use movement and smell to share information. Protecting flowers and green spaces helps bees.

Active Reading Strategy

• Before reading: predict from the title/theme.

• During reading: underline 3 key words.

• After reading: say the main idea in one sentence.

• Prove answers by pointing to words in the text.

1. What is the text mainly about?

2. Write two details from the text.

3. Find one word in the text that is new or useful. Guess its meaning.

4. Write one question you could ask about the text.

Speaking Mission

• Give a 60-second fact talk using 3 facts and one reason.

• Use complete sentences.

• Add one extra detail after each short answer.

• Self-check: clear voice • eye contact • correct key grammar

WEEK 10 — LANGUAGE WORKSHOP

Name: _____	Date: _____	Grammar + Vocabulary

1. ___ do bees help plants?

○ Why ○ Who ○ When

2. It was raining, ___ we stayed inside.

○ because ○ so ○ but

3. Write one who/what/where/why question about the reading text.

4. Write the main idea in one sentence.

Word Power

- Choose 5 words from this week.
- Write each word in a meaningful sentence.
- Circle the word you will try to use in conversation today.

WEEK 10 — CREATE & SHOW WHAT YOU KNOW

Writing Mission

- Write a mini information report with title, 3 facts and conclusion.
- Step 1 — Brainstorm key words.
- Step 2 — Say your ideas aloud.
- Step 3 — Draft.
- Step 4 — Check capitals, punctuation, spelling and target grammar.
- Step 5 — Read it aloud once.

My plan / key words:

My draft:

Project / Performance Task

- main idea + details
- Use household materials or one sheet of paper.
- Present the result orally in English.

Weekly Self-Check

- □ I can understand this week's text.
- □ I can use the grammar in my own sentence.
- □ I can speak for at least 30–60 seconds.
- □ I checked my writing.
- □ I know at least 8 new words.

Adult Feedback — One Glow + One Grow

- GLOW (what improved): _____
- GROW (one next target): _____
- Effort: ★ ★ ★ ★ ★ | Independence: ★ ★ ★ ★ ★

WEEK 11 — BETTER WRITING

Goal: Use English for a real purpose — not only complete exercises.

Learning Targets	Suggested Lesson Rhythm
• Grammar: sentence types; punctuation; because/so/but	• 5 min Warm-up
• Vocabulary: descriptive vocabulary	• 8 min Teach & model
• Reading: find main idea + details	• 10 min Guided practice
• Speaking: answer and extend	• 10 min Skill task
• Writing: plan → draft → check	• 7 min Worksheet / writing
	• 3 min Exit ticket

Energetic Starter

• Sentence Upgrade: turn "The dog ran." into a richer sentence using where/when/how/why.

Grammar Focus

• Capital letters and end punctuation

• Sentence expansion with adjectives/adverbs

• Connectors: and, but, because, so

• Paragraph structure: topic + details + closing

Vocabulary Bank

• describe

• detail

• example

• exciting

• peaceful

• carefully

• quickly

• however (extension)

• firstly (extension)

Spelling / Pronunciation

• Editing focus: capitals, full stops, commas in lists, common homophones: there/their, to/too.

WEEK 11 — READ • THINK • SPEAK

Reading Text

• My favourite place is the small reading corner near our window. It is bright and peaceful. I keep my storybooks on one shelf and a dictionary on another. I like this place because I can read quietly there. It helps me relax and learn new words.

Active Reading Strategy

• Before reading: predict from the title/theme.

• During reading: underline 3 key words.

• After reading: say the main idea in one sentence.

• Prove answers by pointing to words in the text.

1. What is the text mainly about?

2. Write two details from the text.

3. Find one word in the text that is new or useful. Guess its meaning.

4. Write one question you could ask about the text.

Speaking Mission

• Describe a favourite place for 45–60 seconds.

• Use complete sentences.

• Add one extra detail after each short answer.

• Self-check: clear voice • eye contact • correct key grammar

WEEK 11 — LANGUAGE WORKSHOP

Name: _____	Date: _____	Grammar + Vocabulary

1. Choose the best sentence.

○ my room is quiet ○ My room is quiet. ○ My room is Quiet

2. I like the park ___ it is peaceful.

○ because ○ so ○ but

3. Upgrade: "The boy walked." Add how, where and when.

4. Edit: "on sunday we went to the park it was sunny"

Word Power

• Choose 5 words from this week.

• Write each word in a meaningful sentence.

• Circle the word you will try to use in conversation today.

WEEK 11 — CREATE & SHOW WHAT YOU KNOW

Writing Mission

• Plan, draft, edit and publish one 9–10 sentence paragraph.

• Step 1 — Brainstorm key words.

• Step 2 — Say your ideas aloud.

• Step 3 — Draft.

• Step 4 — Check capitals, punctuation, spelling and target grammar.

• Step 5 — Read it aloud once.

My plan / key words:

My draft:

Project / Performance Task	Weekly Self-Check
• guided paragraph + editing • Use household materials or one sheet of paper. • Present the result orally in English.	• □ I can understand this week's text. • □ I can use the grammar in my own sentence. • □ I can speak for at least 30–60 seconds. • □ I checked my writing. • □ I know at least 8 new words.

Adult Feedback — One Glow + One Grow

• GLOW (what improved): _____

• GROW (one next target): _____

• Effort: ★ ★ ★ ★ ★ | Independence: ★ ★ ★ ★ ★

WEEK 12 — COMMUNICATION CHALLENGE

Goal: Use English for a real purpose — not only complete exercises.

Learning Targets	Suggested Lesson Rhythm
• Grammar: integrated review • Vocabulary: high-frequency vocabulary • Reading: find main idea + details • Speaking: answer and extend • Writing: plan → draft → check	• 5 min Warm-up • 8 min Teach & model • 10 min Guided practice • 10 min Skill task • 7 min Worksheet / writing • 3 min Exit ticket

Energetic Starter

• English Challenge Stations: speaking, reading, vocabulary, grammar and writing.

Grammar Focus

• Integrated review of Weeks 1–11

• Accuracy + self-correction

• Question formation

• Mixed present/past/future

Vocabulary Bank

• Personal review list: 100+ useful words

Spelling / Pronunciation

• Personal spelling test + reflection: words I can now spell confidently.

WEEK 12 — READ • THINK • SPEAK

Reading Text

• Final integrated reading: a child plans an outing, follows rules, describes the place and reports what happened.

Active Reading Strategy

• Before reading: predict from the title/theme.

• During reading: underline 3 key words.

• After reading: say the main idea in one sentence.

• Prove answers by pointing to words in the text.

1. What is the text mainly about?

2. Write two details from the text.

3. Find one word in the text that is new or useful. Guess its meaning.

4. Write one question you could ask about the text.

Speaking Mission

- Final presentation: "Something I Can Teach You" (1–2 minutes).
- Use complete sentences.
- Add one extra detail after each short answer.
- Self-check: clear voice • eye contact • correct key grammar

WEEK 12 — LANGUAGE WORKSHOP

Name: _____	Date: _____	Grammar + Vocabulary

1. Yesterday I ___ a book.

○ read ○ reads ○ am reading

2. Tomorrow we are going ___ visit the museum.

○ to ○ at ○ for

3. Write one sentence in present, past and future.

4. Write 5 questions you can ask another learner.

Word Power

- Choose 5 words from this week.
- Write each word in a meaningful sentence.
- Circle the word you will try to use in conversation today.

WEEK 12 — CREATE & SHOW WHAT YOU KNOW

Writing Mission

- Final writing: 10–12 sentences with planning and editing.
- Step 1 — Brainstorm key words.
- Step 2 — Say your ideas aloud.

• Step 3 — Draft.

• Step 4 — Check capitals, punctuation, spelling and target grammar.

• Step 5 — Read it aloud once.

My plan / key words:

My draft:

Project / Performance Task	Weekly Self-Check
• presentation + final assessment • Use household materials or one sheet of paper. • Present the result orally in English.	• □ I can understand this week's text. • □ I can use the grammar in my own sentence. • □ I can speak for at least 30–60 seconds. • □ I checked my writing. • □ I know at least 8 new words.

Adult Feedback — One Glow + One Grow

• GLOW (what improved): _____

• GROW (one next target): _____

• Effort: ★ ★ ★ ★ ★ | Independence: ★ ★ ★ ★ ★

MID-COURSE ASSESSMENT — WEEKS 1–6

Balanced Check: Reading • Grammar • Vocabulary • Writing • Speaking

Reading

• Mariam is ten. She usually studies in the morning and plays badminton in the afternoon. Last Saturday, she visited her aunt. They made sandwiches and walked to a small park near the house. Mariam enjoyed the day because the weather was cool.

1. How old is Mariam?

○ 8 ○ 9 ○ 10

2. What does she usually do in the afternoon?

○ studies ○ plays badminton ○ visits her aunt

3. What did she do last Saturday? Write two things.

4. Choose: She ___ badminton in the afternoon.

○ play ○ plays ○ played every day

5. Choose: Last Saturday she ___ her aunt.

○ visit ○ visited ○ visits

6. Write 5 sentences about your normal day and 3 sentences about last weekend.

Speaking Check

- Introduce yourself in 4 sentences.
- Describe your daily routine.
- Talk about a place near your home.
- Answer one past-tense question.

FINAL ACHIEVEMENT ASSESSMENT

Reading

• Next Saturday, Hamza is going to visit a science museum with his family. The museum is bigger than the small local library and has many interactive displays. Visitors must follow the safety signs, but they can try several activities. Hamza is going to take a notebook because he wants to write three interesting facts. Last year, he visited a history museum and enjoyed it very much.

1. Where is Hamza going?

○ park ○ science museum ○ library

2. Why is he taking a notebook?

○ to draw a map ○ to write facts ○ to do homework

3. Find one comparative adjective from the text.

4. Write one rule using must or mustn't.

5. What did Hamza visit last year?

6. Choose: The museum is ___ than the library.

○ big ○ bigger ○ biggest

7. Choose: Hamza ___ going to take a notebook.

○ am ○ is ○ are

8. Choose: Visitors ___ follow safety signs.

○ must ○ shouldn't ○ can't

9. Write 10–12 sentences: "A Place I Want to Visit." Include a reason, a plan, one comparison and one rule.

SPEAKING & LISTENING RUBRIC

Skill	4 — Strong	3 — Secure	2 — Developing	1 — Beginning
Speaking clarity	Clear, natural, easy to follow	Mostly clear	Some pauses/unclear parts	Needs strong support
Sentence use	Uses connected sentences	Uses several correct sentences	Mostly short patterns	Single words/fragments
Vocabulary	Varied and accurate	Enough for task	Limited/repetitive	Very limited
Listening	Follows multi-step instructions	Follows common instructions	Needs repetition	Needs modelling
Interaction	Asks/answers and extends	Answers appropriately	Short answers	Rare response

Suggested Listening Activities

- Read a 4–6 sentence mini-story twice; child answers 4 questions.
- Give 3-step instructions using objects.
- Say 5 words; child groups them by topic.
- Read a short schedule; child identifies times and activities.
- Do not require audio technology—live parent/teacher voice is enough.

WRITING RUBRIC & EDITING CHECKLIST

Area	Secure	Developing	Next Step
Ideas & relevance	□	□	_____
Sentence accuracy	□	□	_____
Organisation	□	□	_____
Vocabulary	□	□	_____
Spelling & punctuation	□	□	_____
Independent editing	□	□	_____

COPS Editing Check

- C — Capitals: sentence starts, names, days, places
- O — Organisation: ideas are in a sensible order
- P — Punctuation: . ? ! commas where needed
- S — Spelling: check target words and personal spelling list

ANSWER KEY — CORE WORKSHEETS

Week 1

- 1 is; 2 have; open responses.

• For open writing, use the rubric rather than one fixed answer.

Week 2

• 1 has; 2 Does; “I always read before bed.”

• For open writing, use the rubric rather than one fixed answer.

Week 3

• 1 are; 2 between.

• For open writing, use the rubric rather than one fixed answer.

Week 4

• 1 some; 2 many.

• For open writing, use the rubric rather than one fixed answer.

Week 5

• 1 went; 2 read; sequence: first, next, then, finally.

• For open writing, use the rubric rather than one fixed answer.

Week 6

• 1 is; 2 wakes.

• For open writing, use the rubric rather than one fixed answer.

Week 7

• 1 faster; 2 most interesting; big→bigger, happy→happier, careful→more careful, nice→nicer.

• For open writing, use the rubric rather than one fixed answer.

Week 8

• 1 going; 2 are.

• For open writing, use the rubric rather than one fixed answer.

Week 9

• 1 must; 2 shouldn’t.

• For open writing, use the rubric rather than one fixed answer.

Week 10

• 1 Why; 2 so.

• For open writing, use the rubric rather than one fixed answer.

Week 11

• 1 My room is quiet.; 2 because; edited: On Sunday, we went to the park. It was sunny.

• For open writing, use the rubric rather than one fixed answer.

Week 12

• 1 read; 2 to.

• For open writing, use the rubric rather than one fixed answer.

12-WEEK PROGRESS TRACKER

Week	Reading	Speaking	Writing	Grammar	Vocabulary	Adult Note
1	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	_____
2	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	_____
3	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	_____
4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	_____
5	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	_____
6	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	_____
7	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	_____
8	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	_____
9	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	_____
10	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	_____
11	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	_____
12	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	□ 1 □ 2 □ 3 □ 4	_____

Scale

• 4 = Independent and confident

• 3 = Secure with light support

• 2 = Developing; needs guided practice

• 1 = Beginning; reteach with modelling and simpler examples

HOME-SCHOOLING TEACHER TOOLKIT

High-Energy Methods	Low-Prep Materials
• Mini whiteboard races	• Paper slips / sticky notes
• Role-play conversations	• Household objects
• Information-gap questions	• Timer
• Treasure hunts with clues	• Notebook / folder
• Story sequencing cards	• Colour pencils
• Word sorting / category games	• Homemade flashcards
• One-minute talks	• Printed weekly worksheets

• Teach-back: child explains the rule	• Optional supervised device for typing

Correction Language

- Try that again.
- Good start—check the verb.
- Can you make it a full sentence?
- Say it with me once, then try alone.
- Which word tells us the time?
- Read your sentence aloud—does it sound complete?

Extension for a Fast Learner

- Add a reason with because.
- Change the sentence into a question.
- Say the same idea in the past or future.
- Use two new vocabulary words.
- Write a second paragraph.
- Create a quiz for the adult.

Support for a Learner Who Struggles

- Reduce the number of questions, not the quality of teaching.
- Give a model sentence and let the child change one part.
- Use word banks.
- Read the text aloud together.
- Allow oral answers before writing.
- Repeat the same target through a different game the next day.

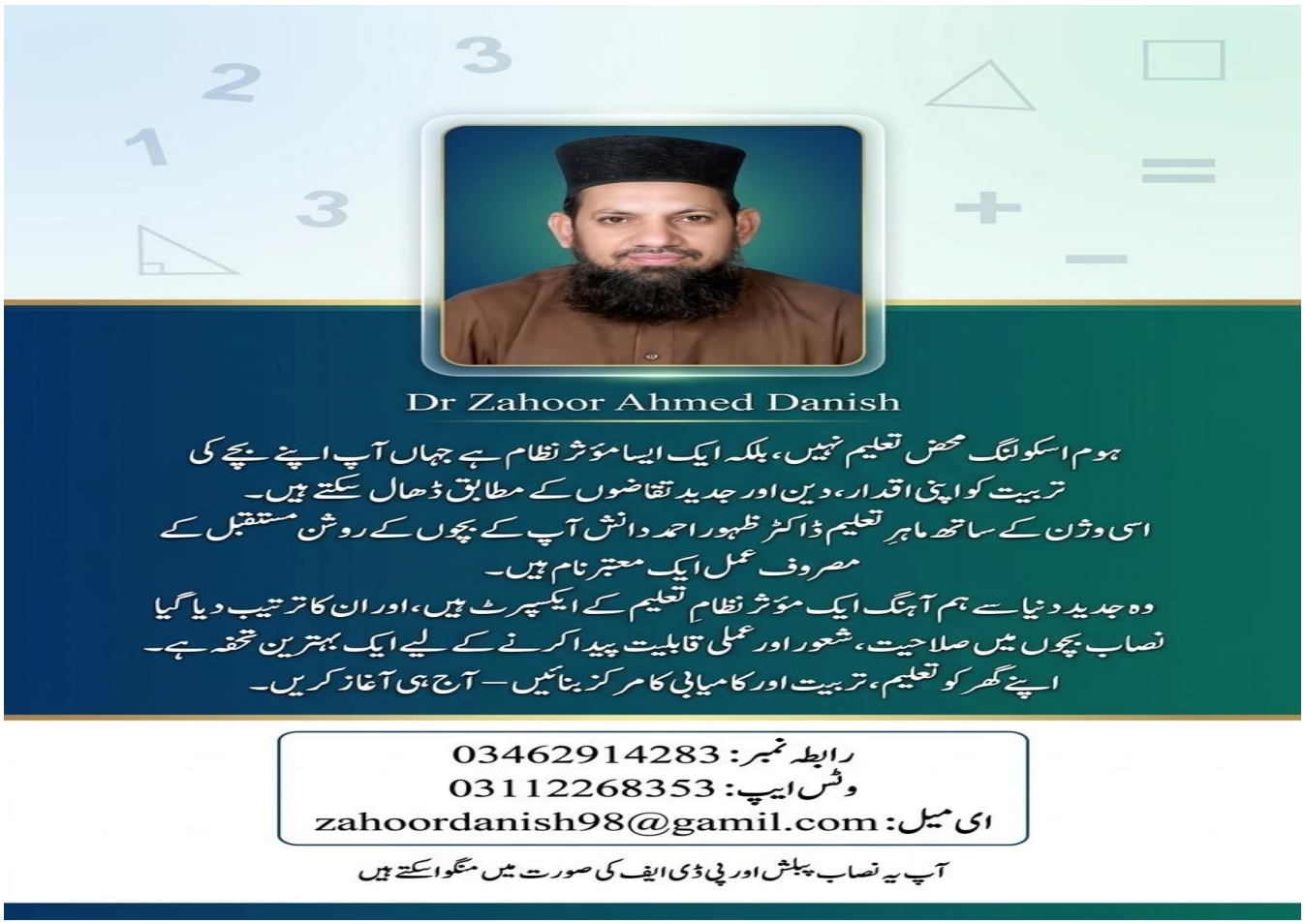
EXPECTED OUTCOMES AFTER 12 WEEKS

The learner should be able to…

- understand common home, school and everyday English instructions
- read short texts and identify the main idea and important details
- ask and answer common questions about self, routines, places, food, past events and plans
- use present simple, basic past simple, there is/are, quantity language, comparisons, modals and going to with growing accuracy
- write connected 6–12 sentence texts with basic organisation and editing

- use a practical bank of high-frequency vocabulary across everyday topics
- participate in short role-plays and one-minute presentations with greater confidence
- reflect on errors and improve a draft instead of treating writing as a one-shot task

The goal is confident communication + strong foundations for the next level.



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